

Unit Planning Guide: Grade 2- Unit 5 of 7

Unit Title: Research for the Future- Being a Detective	Pacing (Duration of Unit):
Grade: 2	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RF.2.3d** Decode words with common prefixes and suffixes
- **W.2.MA.3A** Write stories or poems with dialogue
- **SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
- **L.2.1b** Form and use frequently occurring irregular plural nouns
- **L.2.1c** Use reflexive pronouns
- **L.2.4b** Determine the meaning of a new word formed when a known prefix is added to a known word.
- **RL.2.2** Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral
- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures
- **RI.2.9** Compare and contrast the most important points by two texts on the same topic

Word Study/Supporting Standards:

WiDA Standards (ELL)

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To be completed in collaboration with the ELL Department

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Meaning (*Mostly assessed through Performance Tasks/Assessments)
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Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Authors use their experiences to create stories.
- Books in a series often have continuity in characters setting and themes
- Illustrations help the reader comprehend the setting (character, plot, mood, and tone of a book)

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Where do writers get their ideas?
- Why read multiple books by the same author?
- How can I explain my opinion about a text?

Acquisition (*Mostly assessed through traditional summative assessments)
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Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Structure of a story moves from beginning to end and includes character, setting, problem, and solution
- The beginning of a story introduces the story and the ending concludes the action
- The plot of a story focuses on characters responses to major events and challenges in the story
- An author conveys a central message, lesson, moral in a story.
- The role of illustrations in a story and how they contribute to understanding of characters, setting, and plot.
- The contribution dialogue makes bringing a story to life for the reader
- An opinion piece includes stating the opinion, citing evidence that supports the opinion, and a concluding statement

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Identifying the structure of a story including characters, setting, problem, and solution
- Discussing the beginning of a story and ending of a story
- Determining major events and challenges a character faces in a story, and how characters in a story respond to events and challenges in a story
- Discovering a central message, lesson, or moral in a story
- Identifying dialogue in a story, and reading it with expression
- Writing an opinion pieces that includes reason that support an opinion.

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